

# Maximizing the Elementary and Secondary School Emergency Relief Fund

*A 3-year Plan to Accelerate Learning and Overcome COVID Related Learning Loss Through Increased Support for Students and School Communities*





“The COVID-19 pandemic has forced schools across the country to confront unprecedented challenges. A months-long disruption of school has exacerbated long-standing inequities in our education system at a moment when the nation has faced a reckoning with systemic racism across our society. One study estimates that Black and Latinx students will lose about 10 months of learning that they would have otherwise gained had schools remained open as usual, compared to six months of learning lost by white students. The same study estimates that students from low-income backgrounds will lose an entire year of learning they would have otherwise gained.”

- TNTP Learning Acceleration Guide, 2021



## Agenda

1. Summary of ESSER Funding and Guidelines
2. Core Beliefs, Fundamental Commitments and Strategic Goals
3. Guiding Principles in Resource Allocation
4. Multi-Tiered Support System to Accelerate Student Learning with Required Resources and Projected Costs
5. Next Steps Between Now and Implementation



This table shows estimates of the amount school districts will receive from the \$54.3 billion elementary school emergency relief fund (HR 133). Each state must allocate no less than 90% to districts. The by September 2022. These numbers are based on the USED's preliminary FY20 Title I allocation that DOES NOT take out 1% for state admin nor 7% for SIG. The district's relative share of charter schools or non-traditional LEAs, so the "LEA est. ESSER" amount will list in the table. Remember the saying: "all models are wrong. Some are useful." (Updated 1/28/2021)

## ESSER II (from CARES Act)

State	State Share (%)	ESSER2 - Initial	DESE - Mental Health Supplement	ESSER2-FINAL
MASSACHUSETTS		\$17,872,494	\$10,000	\$17,882,494
District Search				
Lowell				
Column 4: LEA CODE	DIST_NAME	17-17*	LEA Est. ESSER	Estimate per-pupil amount
0160	Lowell	17,300	20,755,258	\$1,200
		17,300	20,755,258	\$1,200

**CATEGORICAL GRANT (e.g., Title I) – WE HAVE TO FOLLOW THE RULES ON SPENDING**



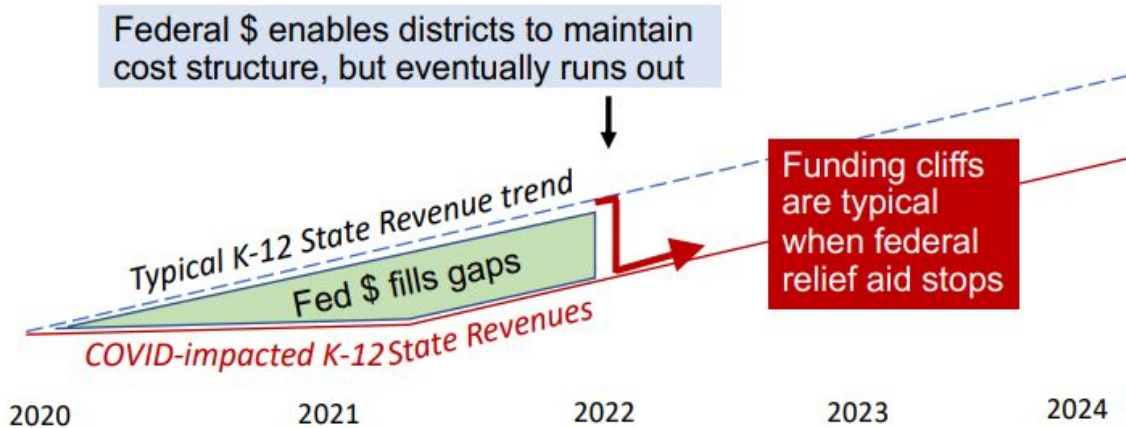
## ESSER III Estimates from Massachusetts Teachers Association

157	Lincoln	20,090	85,841	0
158	Littleton	41,118	169,057	358,000
159	Longmeadow	242,553	498,960	1,100,000
160	Lowell	4,707,937	17,882,494	40,215,000
161	Ludlow	360,382	1,377,953	3,078,000
162	Lunenburg	198,073	588,834	1,302,000
163	Lynn	4,929,062	18,745,330	42,157,000

**Senate estimates predict \$43,993,830 which is more than \$3 million higher**



## ESSER grants are non-recurring and unlikely to be sustained with state or local revenue which can result in a “fiscal cliff”



COVID HITS!



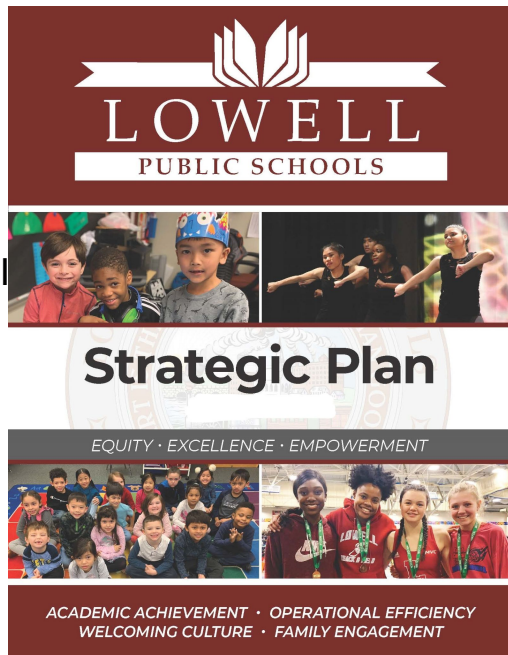
Non-recurring \$ - if used responsibly - cannot be applied toward large-scale recurring costs such as salary increases or employee benefits



## Guiding Principles for ESSER II and III Resource Allocation

1. **Strategic Alignment.** Overcoming gaps in student learning due to COVID-19 will require multiple years of support and intervention that can only be accomplished through intentional and strategic alignment of priorities with the District's overarching plan for systemic improvement.
2. **Research Based.** Achieving the maximum benefit of each investment requires a disciplined approach toward implementation of interventions that are supported by empirical evidence.
3. **Focus on Equity.** The impact of COVID-19 has varied across students, schools and communities. Resources will be targeted toward students and schools with the greatest needs.
4. **Community Involvement.** Input, thought-partnering and feedback-gathering from the people who are closest to our children and know them by name, strength and need - parents, teachers, support staff and other stakeholders - is essential to building an effective plan for accelerating learning in the classroom.
5. **Responsible Fiscal Management.** ESSER II and III represent non-recurring revenue that will create a fiscal cliff for the District at the conclusion of the grant cycle. Mitigating the impact of this inevitable cliff requires a multi-year budget strategy with prioritization of high-impact, non-recurring investments.





## Core Beliefs:

- A high-quality education is a fundamental civil right of every child.
- Teaching and Learning is the core of our work.
- Parents are our partners.
- Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of all students; the entire community is responsible for their success.

## Strategy:

- Employing differentiated levels of autonomy.
- Implementing systemic and instructional alignment.
- Empowering students and families through choice.
- Ensuring reciprocal accountability by all stakeholders.

## Fundamental Commitments:

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources among the district's diverse schools.
- Engage all families with courtesy, dignity, respect and cultural understanding.

## Goals:

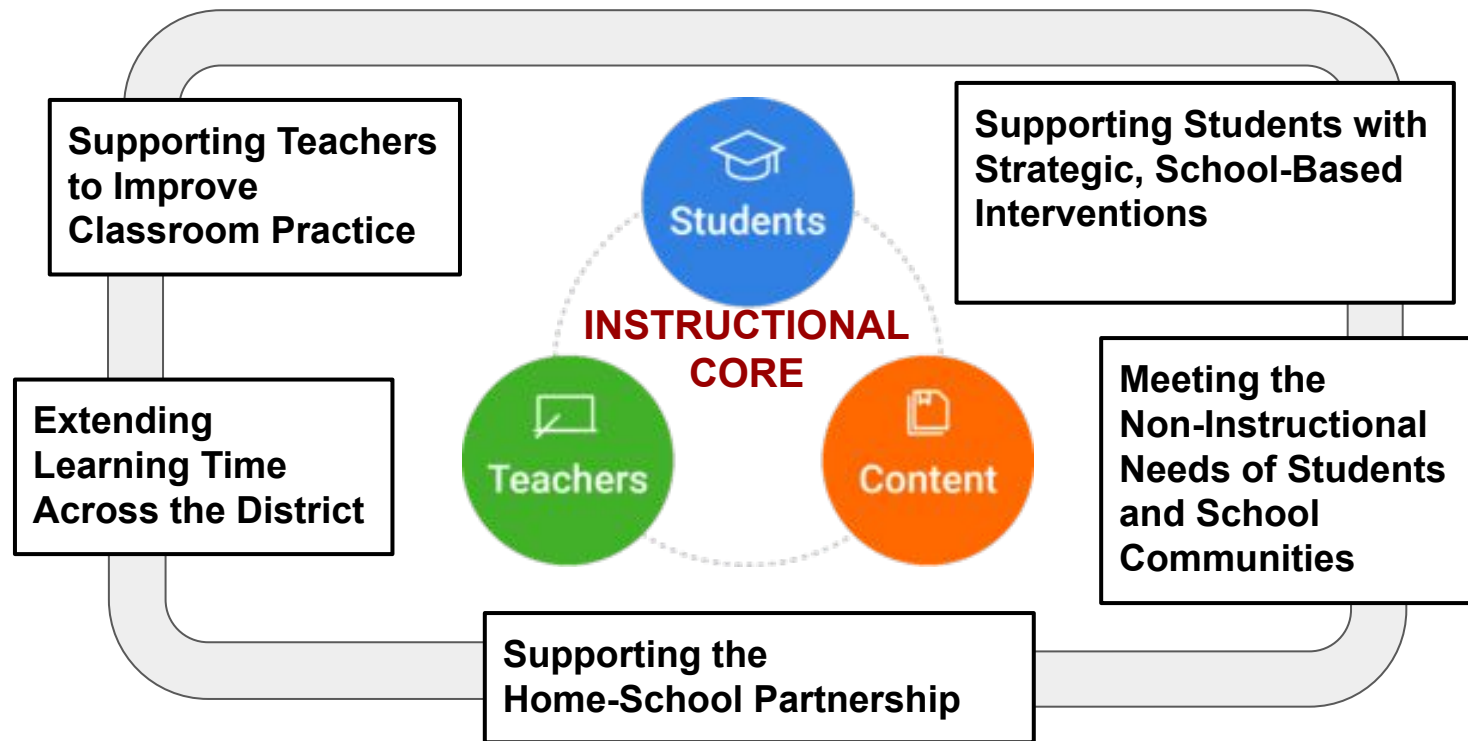
- Improve Academics and Student Achievement at Every School Site
- Improve operational efficiency across the system
- Ensure that every school enjoys a safe and welcoming culture
- Increase community engagement and empower families as partners





Lowell Public Schools

# A Multi-Tiered Support System to Accelerate Student Learning





## ESSER Targeted Investment: **Extended Learning Time for Students**

*{Aligned LPS Strategic Goal: Improve academics and student achievement at every school site}*

**Additional learning time within the standard school calendar and outside of the school day are required to account for COVID-related losses in academic time which included a reduction from the standard 180 days to 170 days for all students in SY20/21 as well as inconsistent daily attendance and engagement levels for students who experienced difficulty in the remote environment.**

*Planned investment from ESSER 2: \$5,700,000*

*Projected investment from ESSER 3: \$3,000,000*

**TOTAL: \$8,700,000**



# Extended Learning Time for Students



**3 full days per year of additional learning time will be added for ALL students in the District** - totaling **9 additional school days** over the three-year grant cycle - without shifting the start or end dates of the overall school calendar.

The **after-school program will be expanded to include programs at every school in the District** and enrollment capacity will be expanded with space available for every student who is identified at each school as requiring additional academic support and every additional family who opts for **an extended school day**.

The **summer program will be expanded to include programs at every school in the District** and enrollment capacity will be expanded with space available for every student who is identified at each school as requiring additional academic support and every additional family who opts for **an extended school year**.



## Extended Learning Time for Students

		Year 1		Year 2		Year 3	
		ESSER II	ESSER III	ESSER II	ESSER III	ESSER II	ESSER III
Extended Learning	Eliminate early release days	\$ -		\$ -		\$ -	
Extended Learning	Twilight Program	\$ 1,700,000.00		\$ 1,700,000.00		\$ 1,700,000.00	
Extended Learning	Summer Program	\$ 700,000.00		\$ 800,000.00		\$ 900,000.00	
Extended Learning	Transportation for summer prog	\$ 400,000.00		\$ 400,000.00		\$ 400,000.00	
		\$ 2,800,000.00	\$ -	\$ 2,900,000.00	\$ -	\$ -	\$ 3,000,000.00

More details to follow



## ESSER Targeted Investment: **Supporting Students with Strategic, School-Based Interventions**

*{Aligned LPS Strategic Goals: Improve academics and student achievement at every school site;  
Ensure that every school enjoys a safe and welcoming culture}*

The impact of COVID-19 has been found to be more significant for some students and more moderate for others with that impact ranging from academic challenges to social and emotional wellness, requiring school-based resources that can be tailored by school communities to meet the individual needs of each child.

*Planned investment from ESSER 2: \$4,234,000*

*Projected investment from ESSER 3: \$10,044,000*

**TOTAL: \$14,278,000**



# Supporting Students with Strategic School-Based Interventions



## Additional School-Based Positions Will Be Added In SY2021-2022 To Support Students Based on Individual School Needs Assessments and School-Site Council Determinations

- 5- Social Workers
- 11- Teachers (including interventionists)
- 4- 1 to 1 paras
- 6- ELL paras
- 12- mainstream paras
- 2- Instructional Resource Teachers
- 1- Instructional Specialist (coach)
- 34- Tutors
- 15- SEL Tutors

*The School-Based Budgeting Process Was Completed During the Month of March at All LPS Schools*

School Year 21-22 Budget			Comparison to previous year budget		
Category	Student Weight	Amount	Year	SY20-21*	SY21-22 Projected Change
<b>FSF Weights</b>					
All students	543	\$5,300			
Economically disadvantaged	354	\$1,055			
Homeless	26	\$1,050			
Low income/performance	30	\$1,050			
Grades PreK-3	0	\$1,055			
Grade 9	0	\$4,000			
ELL below Level 3	30	\$3,000			
ELL Level 3 and above	54	\$1,500			
SWD substantially separ	15	\$23,000			
SWD inclusion/language	105	\$6,500			
<b>FSF Baseline</b>					
ELL Baseline		\$0			
SWD Baseline		\$0			
General Ed Baseline		\$0			
<b>Other FSF Policies</b>					
Transition amount		\$18,549			
Budget Exceptions		\$0			
<b>FSF Total</b>					
		\$5,028,020			
<b>Funding from outside FSF</b>					
Title I		\$ 188,425			
Other positions provided outside of FSF		\$ 148,549			
ESSER II Supplement		\$ 67,679			
<b>Total funding</b>					
		\$5,442,673			

Comparison to previous year budget			
Year	SY20-21*	SY21-22	Projected Change
Enrollment	571	543	-28
FSF Budget	\$5,028,020	\$5,028,020	\$0
Other Funding	\$348,374	\$414,653	\$67,679
<b>Total Budget</b>	<b>\$5,374,993</b>	<b>\$5,442,673</b>	<b>\$67,679</b>
\$ per pupil	\$9,413	\$9,914	\$500

*Note: Total budget above is not exhaustive. E.g., includes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends, 504 & 508 professionals*  
*\*Prior year adjusted to reflect salary increases occurred in SY20-21*

**\*\*ESSER Supplement Added to Each School Budget**



# Supporting Students with Strategic School-Based Interventions



## **A Full-Time, Virtual School Will Be Established in SY2021-2022 for Students in Grades 7 to 12 as a Permanent Addition to the District's Alternative School Portfolio**

Next year, we will continue to offer a remote learning option for secondary students, recognizing that a small subset of students perform at a higher level in a remote environment and some students and families may desire to continue with remote learning due to their individual circumstances.

The LPS Virtual School will serve up to 400 middle and high school students with a flexible and rigorous instructional model which includes an embedded Social Emotional Learning (SEL) curriculum and opportunities for individualized, in-person tutoring and support as needed.

*\*\*Virtual Schools require an additional application to DESE beyond the ESSER grant application and are required to undergo a separate application approval process*





## Supporting Students with Strategic School-Based Interventions

		Year 1		Year 2		Year 3	
		ESSER II	ESSER III	ESSER II	ESSER III	ESSER II	ESSER III
Strategic Intervention	Plus \$4 million for one year	\$ 4,000,000.00			\$ 4,000,000.00		\$ 4,000,000.00
Strategic Intervention	1 social worker shared by the M	\$ 117,000.00		\$ 117,000.00			\$ 117,000.00
Strategic Intervention	VA: Administrator		\$ 140,000.00				
Strategic Intervention	VA: 16 teachers \$97,500 avg salary		\$ 1,560,000.00				
Strategic Intervention	VA: Guidance Counselor		\$ 110,000.00				
Strategic Intervention	VA: Social Worker		\$ 117,000.00				
		\$ 4,117,000.00	\$ 1,927,000.00	\$ 117,000.00	\$ 4,000,000.00		\$ 4,117,000.00
		ESSER II	\$ 4,234,000.00				
		ESSER III	\$10,044,000.00				



## ESSER Targeted Investment: **Supporting Teachers to Improve Classroom Practice**

*{Aligned LPS Strategic Goal: Improve academics and student achievement at every school site}*

**Relevant and meaningful professional development for teachers has been consistently found to improve student learning with direct correlations documented between teacher quality and student performance across multiple studies**

*Planned investment from ESSER 2: \$5,695,220*

*Projected investment from ESSER 3: \$6,604,426*

**TOTAL: \$12,299,646**



# Supporting Teachers to Improve Classroom Practice



**34 hours per year of additional professional learning time will be added for every teacher and instructional support provider in the District** - totaling more than 100 hours over the three-year grant cycle - to support improvements in teaching and learning.

Additional support will be provided through professional learning for teachers and support staff across the District to **embed culturally and linguistically sustaining practices within the curriculum.**

Targeted support will be added for all schools within the Renaissance Network to improve school-based professional learning through the **implementation of a Collaborative Coaching and Learning model** and the use of data to drive instructional decisions.



# Supporting Teachers to Improve Classroom Practice

		Year 1			Year 2			Year 3	
		ESSER II	ESSER III		ESSER II	ESSER III		ESSER II	ESSER III
High Quality Teacher	PD 42 weeks@1 hr/wk	\$ 2,297,610.00			\$ 2,297,610.00				\$ 2,297,610.00
High Quality Teacher	CLSP Coordinator	\$ 100,000.00			\$ 100,000.00				\$ 100,000.00
High Quality Teacher	Deputy CAO	\$ 150,000.00			\$ 150,000.00				\$ 150,000.00
High Quality Teacher	Academic Coaches	\$ 300,000.00			\$ 300,000.00				\$ 300,000.00
High Quality Teacher	2 additional days of PD		\$ 939,072.00			\$ 939,072.00			\$ 939,072.00
High Quality Teacher	3 Data Inquiry Facilitators		\$ 313,200.00			\$ 313,200.00			\$ 313,200.00
		\$ 2,847,610.00	\$ 1,252,272.00		\$ 2,847,610.00	\$ 1,252,272.00			\$ 4,099,882.00
		ESSER II	\$ 5,695,220.00						
		ESSER III	\$ 6,604,426.00						



## ESSER Targeted Investment: **Meeting the Non-Instructional Needs of Students and School Communities**

*{Aligned LPS Strategic Goal: Ensure that every school enjoys a safe and welcoming culture}*

**Other factors - beyond classroom teaching - can have a significant impact on whether students have access to meaningful learning. School communities which have historically required additional support will need even more resources as they work to reconnect and re-engage students who have been disconnected from the learning environment for extended periods of time through the pandemic. And some school buildings require physical upgrades to create classroom environments that are more conducive to teaching and learning now and into the future.**

*Planned investment from ESSER 2: \$1,425,274*

*Projected investment from ESSER 3: \$22,436,404*

**TOTAL: \$23,861,678**



# Non-instructional Support for Students and School Communities



**A Student Resource Center will be established in SY2020-2021 to recruit and re-engage students who have dropped out of school** through direct outreach to students, families and community-based organizations while also coordinating and aligning services in the District's alternative school portfolio to better meet the needs of our most at-risk students.

**School Climate Specialists will be added to every elementary, middle and K-8 school in the Renaissance Network** to support students who experience challenges with the transition back to an in-person learning environment, ensuring that every school in the Network is safe and welcoming for all students and families.

**Investments in HVAC systems** will be made to further support air quality and enhance temperature control in classrooms and **significant investments in our multi-year Digital Learning Plan** will continue across the District.



## Non-instructional Support for Students and School Communities

		Year 1		Year 2		Year 3	
		ESSER II	ESSER III	ESSER II	ESSER III	ESSER II	ESSER III
Non-Instructional	Director of Technology 120k plus	\$ 139,200.00		\$ 139,200.00			
Non-Instructional	Digital Investment		\$ 750,000.00		\$ 750,000.00		\$ 750,000.00
Non-Instructional	Districtwide HVAC investment		\$ 14,960,048.00				
Non-Instructional	Districtwide Safety Coordinator		\$ 139,200.00		\$ 139,200.00		\$ 139,200.00
Non-Instructional	Lead Data Analyst		\$ 92,800.00		\$ 92,800.00		\$ 92,800.00
Non-Instructional	Director of Alternative Education	\$ 130,000.00		\$ 130,000.00			\$ 130,000.00
Non-Instructional	Clerk	\$ 59,000.00		\$ 59,000.00			\$ 59,000.00
Non-Instructional	Student Outreach Liaison	\$ 61,000.00		\$ 61,000.00			\$ 61,000.00
Non-Instructional	6 specialists @ 70k/yr plus fringe	\$ 487,200.00		\$ 159,674.00	\$ 327,526.00		\$ 487,200.00





## ESSER Targeted Investment: **Supporting the Home-School Partnership**

*{Aligned LPS Strategic Goal: Increase community engagement and empower families as partners}*

**The connection between home and school has historically been found to be an important factor in the success of students in the classroom. That partnership became even more critical in the remote learning environment and will continue to be essential as students transition back to in-person learning in the fall.**

*Planned investment from ESSER 2: \$818,000*

*Projected investment from ESSER 3: \$1,909,000*

**TOTAL: \$2,727,000**



# Supporting the Home - School Partnership



**A Parent Leadership Institute will be established in SY2021-2022 to increase family literacy** through centrally-coordinated, school-based morning, evening and weekend workshops and learning events for parents, guardians and families of students.

**Bilingual Family Liaisons will be added to every school in the Renaissance Network** to support students and families of linguistically diverse backgrounds.



# Supporting the Home - School Partnership

		Year 1		Year 2		Year 3	
		ESSER II	ESSER III	ESSER II	ESSER III	ESSER II	ESSER III
Parent Engagement	Bilingual Parent Liaison at each	\$ 350,000.00		\$ 350,000.00			\$ 350,000.00
Parent Engagement	Director		\$ 140,000.00		\$ 140,000.00		\$ 140,000.00
Parent Engagement	28 schools for 35 weeks for 8 hrs		\$ 274,400.00		\$ 274,400.00		\$ 274,400.00
Parent Engagement	Supplies		\$ 85,600.00		\$ 85,600.00		\$ 85,600.00
Parent Engagement	Front Desk Support based on c	\$ 59,000.00		\$ 59,000.00			\$ 59,000.00
		\$ 409,000.00	\$ 500,000.00	\$ 409,000.00	\$ 500,000.00	\$ -	\$ 909,000.00
		ESSER II	\$ 818,000.00				
		ESSER III	\$ 1,909,000.00				



# Lowell Public Schools

The following questions are being used to gather feedback regarding the Elementary and Secondary School Emergency Relief (ESSER) ESSER II and ESSER III funds that are being proposed by the District.

The information from this feedback form will help District leaders finalize how these funds will be allocated and make any necessary changes to the budget.

We appreciate your input.

\* 1. What role do you most identify with?

- ☐ Community Partner
- ☐ District Staff
- ☐ Parent/Family member
- ☐ Other (please specify)

2. I understand the ESSER II and ESSER III guidelines

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. I understand how the ESSER II and ESSER III funds are awarded

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please indicate your level of agreement on each of the following Lowell Public Schools guiding principles for planning the use of ESSER funds.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Alignment to the Strategic Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fiscal management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What investments within the current plan are most important to you? (Check all the apply)

- ☐ Extended learning time for students
- ☐ Non-instructional support for schools
- ☐ Strategic, school-based interventions for students
- ☐ Support for home-school partnerships
- ☐ Support for teachers to improve classroom practice

6. What pieces of the budget or ESSER process need improvement?

7. What additional investments to accelerate student learning should be included?

Thank you!

[https://www.surveymonkey.com/r/Budget\\_Process\\_Input\\_Form](https://www.surveymonkey.com/r/Budget_Process_Input_Form)



## Next Steps

- Host focus groups and forums to gather additional community input
- Balance ESSER spending plans with final grant amounts
- Continue collaboration with City agencies and community partners to further refine investment opportunities related to facilities, professional learning and extended learning time
- Prepare and submit grant application to the Department of Elementary and Secondary Education (DESE)
- Following approval of final grant application...
  - post jobs, interview and hire highly qualified educators for all newly identified positions
  - post Requests For Proposals (RFPs) and complete all remaining required steps in the procurement process for all contractual services